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ABSTRACT

An outline for a course on administration of American schools overseas, developed by the University of Alabama's International Projects Division of the College of Education, is presented. The newly developed course is part of a graduate minor in international and multicultural education. The University of Alabama offers courses in countries of Central and South America and the Caribbean. The outline covers the following areas: whom the course is designed to serve: prerequisites: concepts to be covered: time schedule: teaching methods: learner goals: texts: reading level of prospective texts using the Fry readability graph: student evaluation plan: pre-course and post-course feedback instruments: and a rationale for feedback instruments. Subjects covered in the course are as follows: American sponsored overseas schools, other American schools overseas, internal and external political environments, board development/policy development, financing, budgeting, purchasing, staffing, curriculum, students/student services, relations with the U.S. government, support services, research in and on the American sponsored overseas schools, and personal considerations. An annotated bibliography is appended. (SW)

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"ADMINISTRATION OF AMERICAN SPONSORED OVERSEAS SCHOOLS" A COURSE OUTLINE

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"ADMINISTRATION OF AMERICAN SPONSORED OVERSEAS SCHOOLS" A COURSE OUTLINE

BY DANIEL J. TIGHE
JUNE 26, 1981
UNIVERSITY OF ALABAMA

TABLE OF CONTENTS

Introduction..... 4

Table of Contents..... 3

(Students)Course Designed For..... 5

Prerequisites..... 6

Graphic Model..... 7

Concepts: Units in Sequence 8

Course Plan..... 9

Concepts and Generalizations .....

Time Schedule.....

Teaching Methods.....

Performance Objectives (Learner Goals).....

Books Examined for Suitable Use As Texts..... 15

Textbook Rating Scale, Table 1..... 16

Reading Level of Prospective Texts Using the Fry Readability Graph..... 17

Student Evaluation Plan..... 18

Pre-course Feedback Instrument..... 19

Post-course Feedback Instrument..... 20

Rationale for Feedback Instruments..... 22

Annotated Bibliography..... 23

INTRODUCTION

The University of Alabama's international projects in education have been effectively reaching people in Latin America for years. During the summer educators convene for course work on the university campus. Throughout the year, university staff extend courses into the countries of Central and South America and the Caribbean. The programs' successes have extended the reputation of the University of Alabama, a reputation that now draws degree seeking students from around the world.

A main site of this international student body is the American Sponsored Overseas School. Thousands of students are enrolled in these independent American type institutions. Hundreds of teachers representing dozens of countries function in the classrooms. Taken in their entirety, these schools are complex systems operating in foreign environments. Each school provides a unique setting for administration practise. And yet as important as these schools are, no institution offers specific instruction on their operation and management.

Now the University of Alabama has the resources for training the ASOS administrator. The proposed course that follows outlines the notion that educational leadership in the ASOS has a very special dimension. Administration of the American Sponsored Overseas School emphasizes the dynamics particular to these schools. The course also assumes some small background study in the principalship and school organization.

The proposal presents an opportunity to the College of Education to fill not one need but several. In the section of this proposal titled "Course Designed For", groups in addition to school administrators are mentioned that can benefit from the course.

The author believes that Administration of the American Sponsored Overseas School course will be a positive addition to the area of Administration and Educational Leadership of the College of Education by reinforcing the established leadership of the university's international education programs.

Course Designed for:

1. Any continental school administration student.
Justification: The international American school presents in microcosmic proposrtion the elements of american public and private school systems. Though details differ, dramatically in some cases, the organization is strikingly similar. The small model provides a way the student can understand the whole system without being dwarfed by it, as may be the student approaching the case study of a large system. The course can also provide information upon which to make a career decision, thus benefiting the beginning student in another way.

2. Any practising administrator wanting to administer an overseas American school. The highly practical emphasis of the course is expected to meet the needs of this type of student.

3. Any student interested in educational research around such topics as: effects of mobility on learning, bilingual education, standardized testing in large ESL student populations, comparative studies within multicultural groups, as well as, direct studies of the American Sponsored Overseas Schools.

4. Any U.S. Board members and school administrators involved in School-to-School Programs. The course offers a detailed understanding of the American school overseas, as well as, the School-to-School project as it affects the stateside partner.

5. Any university professor or placement counselor interested in the structure of international schools. There is a small but growing interest in teacher placement abroad, both for student teaching and work. College personnel going overseas to teach will find the descriptive information highly useful in preparing for the international classroom.

Administration of American Sponsored Overseas Schools
PREREQUISITES

1. Principalship course

2. Organization and Control of American Schools course

GRAPHIC MODEL

"Administration of American Sponsored Overseas Schools" Course

Concept One

American Sponsored Overseas Schools
Method: Lecture, Reading

1 Day

Concept Two

Other American Schools Overseas
Method:Lecture, Readings

1 Day

Concept Three

Internal and External Political Environments
Method: Lecture, Scenarios

2 Days

Concept Four

Board Development/ Policy Development
Method: Lecture, Demonstration Workshop, Field Experience

5 Days

Concept Five

Financing and Budgeting
Method: Lecture, Case Study Workshop, Reading

6 Days

Concept Six

Purchasing
Method: Lecture, Library Resources

6 Days

Concept Seven

Staffing
Method: Lecture, Models, Workshop

4 Days

Concept Eight

Curriculum
Method: Demonstration, Readings, Lecture

6 Days

Concept Nine

Students/Student Services
Method: Lecture, Reading, Library Work

3 Days

Concept Ten

Relation to U.S. Government
Method: Lecture, Readings

2 Days

Concept Eleven

Support Services
Method: Demonstration, Lecture

3 Days

Concept Thirteen

Personal Considerations
Method: Lecture

4 Days

Concept Twelve

Research In/On American Sponsored Overseas Schools
Method: Reading, Library Work

2 Days

Administration of American Sponsored Overseas Schools

Concepts: Units in Sequence

1. American Sponsored Overseas Schools
2. Other American Schools Overseas
3. Internal and External Political Environments
4. Board Development/Policy Development
5. Financing/Budgeting
6. Purchasing
7. Staffing
8. Curriculum
9. Students/Student Services
10. Relations with the U. S. Government
11. Support Services
12. Research In/On the American Sponsored Overseas Schools
13. Personal Considerations

Prepared by: Daniel J. Tighe

One Semester Course Plan

A. Name of Course: Administration of American Sponsored Overseas Schools (ASOS)

B. Student Level: Graduate Student; prerequisites, one Principal course, Organization/Control of American Schls. course

C. Length of Semester: 15 Weeks

D. Description of Students in Course: Graduate students in Education with emphasis in administration.

Detailed description of the needs filled by course is found by referencing the Table of Contents.

E. Program Goals (Long range competencies)

1. To be able to apply the Principal's tools to the day to day operation of the American school overseas.
2. To be able to develop School Board and Policy in the sensitive internal and external political environment of the overseas American school.
3. To be able to request support services when needed.
4. To be able to organize and operate an American school overseas, based on needs assessment.

F. Time in Weeks	G. Concepts: Units in Sequence	H, Generalizations	I, Performance Objectives
.2	1. American Sponsored Overseas Schools	- Confederation of Schools - Demographic Properties - Distinctive Qualities - Needs Filled Method: Lecture, Readings	Student Shall Be Able To (SSBAT) describe in writing the confederation, demographic properties, distinctive qualities and needs filled by the American Sponsored School Overseas.
.2	2. Other American Schools Overseas	-International Schools -Church Schools	SSBAT Compare and contrast in writing the American

		-Company Schools -Department of Defense Schools -Private, profit making schools Method: Lecture and Readings	schools overseas, including the American Sponsored Overseas School.
.4	3. Internal and External Political Environments	-Multicultural Nature of Parent's Group -Multicultural Nature of Teacher's Group -Local Education Laws and Dual Curricula -Planning School Programs -Local Labor Laws Method: Lecture/Readings/ Scenarios.	SSBAT make decisions regarding a school plan reflecting specific political/legal inputs, when given a scenario. SSBAT Define and discuss terms regarding political environments, in writing.
1.0	4. Board Development/ Policy Development	-Constitutions -By Laws -Board Member In-service -Need for Policy System -Policy System -Elections, Committees, PTA's -Four Functions of the Board Method: Lecture, Demonstration, Workshop, Discussion, Field Experience	SSBAT demonstrate the formation of one policy and relate it to the constitution and by laws. SSBAT orally explain the policy system to an uninformed person. SSBAT determine which of a series of issues is a policy issue or an administrative issue, and explain what properties of the issue lead to the selected interpretation. SSBAT list the four functions of the board, including explaination.

1.2	5. Financing/Budgeting	-Types of Financing for -Physical Plant -Operations -Budget Building -Determining Financial Mix -Effects of Fluctuating Dollar Supply -Coping with Inflation -Cash Flow Indicator -Auditing Process Method: Lecture, Case Study, Workshop, Reading	SSBAT determine the best financial mix when given an actual school case. SSBAT build a model budget zero based. SSBAT plan for decreasing dollar supply. SSBAT suggest two plans for dealing with long range inflation expectation. SSBAT define the auditing process and name sources for the service. SSBAT design a cash flow chart and discuss its use in financial planning.
1.2	6. Purchasing	-Exoneration -Shipping -Sources -APO -Local Purchasing Conditions -"Tea Money" -Bids -Insurance Method: Lecture, Library Resource	SSBAT design a simple catalog filing system SSBAT compare shipping costs and enter results in the budgeting process. SSBAT use a selected buyers guide. SSBAT seek information on APO, understanding the financial impact when it is used.

			SSBAT Explain the bidding process, how it can be subverted, and precautions to take to protect the school. SSBAT identify common types of insurance and their role in the school operation. SSBAT Write steps in one exoneration process.
.8	7. Staffing	-Local/Foreign Hire -Contracts -Recruiting -Immigration -Orientation -Teacher Turnover -Non-certificated staff -Labor Law Quotas -School Acreditation Methods: Lecture, Models, Workshop	SSBAT map a recruitment trip. SSBAT to plan a information package about a school. SSBAT identify labor law quotas, and immigration processes. SSBAT list elements of a orientation program.
1.2	8. Curriculum	-Need for Management Systems -Management System -Elementary/Middle/Secondary School -English as a Second Lang. English as a Foreign Lang. -Evaluation -Program enrichment -School Accreditation -DUAL CURRICULUM	SSBAT describe a simple management system and state its use in the school program. SSBAT list the main elements of a K-12 American curriculum.

		Method: Demonstration, Readings, Lecture.	SSBAT Locate tests appropriate for evaluation of program. SSBAT identify resources for ESL/EFL programs SSBAT to locate Standards for school accreditation. SSBAT be aware of sources for curriculum enrichment.
.6	9. Students/Student Services	-Multicultural Student Body -Orientation of Students -American Identity of School -Student Mobility -Guidance and Counseling -Importance of Extra-curricular Activities Method: Lecture, Reading, Library Work. Human Resources	SSBAT identify key sources guidance information. SSBAT list the elements of a student orientation program. SSBAT discuss the importance of extra-curricular activities. SSBAT discuss the importance of the American identity in the school and its impact on financing.
.4	10. Relation to U.S. Government	- State Department Study - Grants/Reports - School to School Program -"Reserved Desks" -Office of Overseas Schools -Indirect Aid Quarterly Reports FS-528	SSBAT List the elements of the relation between The American Sponsored Overseas School and the U.S. government.

		Method: Lecture, Readings	SSBAT describe the average dimension of the School to School project.
.6	11. Support Services	-Employment Agencies -Accrediting Associations -Inter-regional Centers -Office of Overseas Schools -American Association of International Educators -Partner School -University of Alabama -Michigan State University Metnod: Lecture, Demonstration	SSBAT locate support groups based on particular needs. SSBAT suggest approaches to solict assistance, appropriate to the organization. SSBAT create a directory of support organizations
.4	12. Research In/On American Sponsored Overseas Schools	-Types of research extant -Types of research possible Method: Reading, Library Work	SSBAT locate bibliographies on the subject. SSBAT isolate a research area.
.8	13. Personal Considerations	-Income Tax -501.c3 Organizations -Individual Retirement Accts -Annuities -Cost of Living -Insurance -Social Security -Health Care -A Balanced Package -Getting the Job -CULTURE SHOCK	SSBAT create a personal financial package that meets reality. SSBAT decide which overseas position meets personal needs. SSBAT initiate the process for 501.c3 organization.
Total: 9 Five Day Weeks or 45 Days or 45 Contact Hours			

BOOKS EXAMINED FOR SUITABLE USE IN "Administration of American Schools Overseas" Course

T_1 Phillips, Stuart S. Establishing and Organizing an Overseas School: The American Sponsored Overseas School; Center for International Education, Massachusetts State College System, Buzzards Bay, MA; 1979.

T_2 Orr, Paul Glenn (Ph.D.) A Guide to School Board Policy: The American Sponsored Overseas School; Center for International Education, Massachusetts State College System, Buzzards Bay, MA; 1976.

T_3 Luebke, Paul T. American Elementary & Secondary Community Schools Abroad; American Association of School Administrators, Arlington, VA; 1976.

Conclusion from rating scale (Table 1) is that T1 provides the best book for overall use in the course. However, the scale also reveals a large number of gaps that must be covered by outside material. This is indicated on Table 1 as a check mark in the "S" box.

Since price is not prohibitive all of the above books will be required for the course. The approximate sale price for all three will be $15.00.

Table 1

Textbook Rating Scale for the "American Sponsored Overseas School" Course

APPROACH	CRITERIA FOR EVALUATION	TEXTBOOKS T1	T2	T3	S
TEXTBOOK CENTERED	Reading Level Fry Readability	3	3	3	
	Textbook Format Ease in Reading	2	1	1	
	Instructional Aids (Case studies, graphic materials, etc)	0	1	0	✓
	Authority of Author	3	3	1	
	Aim Consistent with Course	3	1	1	
	Content				
	Description of American Schools Overseas	1	2	3	✓
	Board Development/Policy Development	1	3	0	✓
	Financing/Budgeting/Purchasing	2	2	0	
	Staffing	1	0	0	✓
	Curriculum	3	0	0	
	Student Services	1	0	0	✓
	Political Environment, Internal/External	1	2	0	✓
	Research In and On American Schools Overseas	0	3	1	✓
	Personal Considerations (Taxes, culture shock, etc	0	0	0	✓
	SUBTOTAL.....	21	21	10	
TEACHER CENTERED	How good is the author's program?	2	0	0	
	How accurately does it fit the student's background?	2	1	0	
	Visuals, graphs, data appropriate for the course?	0	0	1	✓
	Does the focus of the book fit the course philosophy?	2	1	1	
	Is the book cohesive? Fragmentation of topics minimal?	2	2	2	
	Are the concepts appropriately weighted for the course?	2	0	0	
	SUBTOTAL.....	10	4	4	
STUDENT CENTERED	Does the content fit the students knowledge of course?	2	1	1	
	Does the text facilitate the drawing of conclusions?	0	0	0	✓
	Are their sufficient informational materials, examples?	0	1	1	✓
	What is the level of abstraction?	3	2	2	
	SUBTOTAL.....	5	4	4	
TOTAL.....		36	29	18	

RATING SCALE

0 = Not Acceptable
1 = Minimally Acceptable
2 = Moderately Acceptable
3 = Very Acceptable

NOTE: Textbooks 1,2,3, are T1, T2, T3 S= Need for Supplement

Table 2

Reading Level of Prospective Texts as Determined by the Fry Readability Graph

Textbook	Item	Approximate Grade Level
T1	Average Sentence Length.....4.5 Average Syllables per 100 words... 380	17+
T2	Average Sentence Length.....4.1 Average Syllables per 100 words....192	17+
T3	Average Sentence Length.....2.3 Average Syllables per 100 words....259	17+

GRAPH FOR ESTIMATING READABILITY — EXTENDED

by Edward Fry, Rutgers University Reading Center, New Brunswick, N.J. 08904

Expanded Directions for Working Readability Graph

1. Randomly select three (3) sample passages and count out exactly 100 words each, beginning with the beginning of a sentence. Do count proper nouns, initializations, and numerals.
2. Count the number of sentences in the hundred words, estimating length of the fraction of the last sentence to the nearest one-tenth.
3. Count the total number of syllables in the 100-word passage. If you don't have a hand counter available, an easy way is to simply put a mark above every syllable over one in each word, then when you get to the end of the passage, count the number of marks and add 100. Small calculators can also be used as counters by pushing numeral 1, then push the + sign for each word or syllable when counting.
4. Enter graph with *average* sentence length and *average* number of syllables; plot dot where the two lines intersect. Area where dot is plotted will give you the approximate grade level.
5. If a great deal of variability is found in syllable count or sentence count, putting more samples into the average is desirable.
6. A word is defined as a group of symbols with a space on either side; thus, *Joe*, *IRA*, *1945*, and & are each one word.
7. A syllable is defined as a phonetic syllable. Generally, there are as many syllables as vowel sounds. For example, *stopped* is one syllable and *wanted* is two syllables. When counting syllables for numerals and initializations, count one syllable for each symbol. For example, *1945* is four syllables, *IRA* is three syllables, and & is one syllable.

Note: This "extended graph" does not outmode or render the earlier (1968) version inoperative or inaccurate; it is an extension. (REPRODUCTION PERMITTED—NO COPYRIGHT)

Student _____

Session _____

Course Administration of American Sponsored Overseas Schools

STUDENT EVALUATION PLAN

Concept	1	2	3	4	5	Weight	Total
	Completeness of Work						
1. American Sponsored Overseas Schools						.2	
2. Other American Schools Overseas						.2	
3. Internal and External Political Environments						.4	
4. Board Development/ Policy Development						1.0	
5. Financing/Budgeting						1.2	
6. Purchasing						1.2	
7. Staffing						.8	
8. Curriculum						1.2	
9.Students/Student Services						.6	
10. Relations with U.S. Government						.4	
11. Support Services						.6	
12. Research In and On American Sponsored Overseas Schools						.4	
13. Personal Considerations						.8	
Exams						Classwork Total	
Mid-term							
Final							

FINAL GRADE _____

Pre-course Feedback Instrument

Name_____

Telephone _____

Address_____

_____

_____

Education BA/BS MA/MS SpA PhD/EdD

Have you had a principalship course?

What is your education experience?

WHY DID YOU TAKE THIS COURSE?

WHAT DO YOU WANT TO LEARN IN THIS COURSE?

Post-Course Feedback Instrument

Instructions: Read statement regarding this course and teacher.
Check box matching your feelings most closely.

No.	Item	Strongly Agree 1	2	3	4	Strongly Disagree 5
1.	Provides students with experiences in which they apply what has been learned.					
2.	Learning activities were organized sequentially and logically.					
3.	The purpose of the learning activities were communicated clearly.					
4.	Ideas from students were used as part of the teaching procedures.					
5.	Lessons were conducted using such methods as drill, inquiry, practise, discussion, exposition, and problem solving.					
6.	Methods were appropriate for objectives and learners.					
7.	Procedures were used which intitially got the student involved in learning tasks.					
8.	Feedback was provided to students on their progress.					
9.	Up-to-date content was presented about the topic being taught.					
10.	Sensitivity on the part of the teacher was demonstrated toward the needs and feelings of learners.					
11.	In class materials and time were organized for efficient use by students.					
12.	Individual students were encouraged to undertake special projects.					
13.	Data was obtained on pupil achievement and attitudes.					
14.	Instruction was revised when needed.					
15.	Teacher demonstrates a positive toward the teaching profession.					

No.	Item	Strongly Agree 1	2	3	4	Strongly Disagree 5
16.	Examination covered only the material taught.					
17.	Descriptions of American Sponsored Overseas Schools were clear and broad.					
18.	Political environments of the ASOS were covered thoroughly covered in this course.					
19.	Board development and policy development were covered in depth during the course.					
20.	Financing and budgeting were covered adequately in the course.					
21.	Purchaing for the ASOS was covered well in class.					
22.	Staffing was covered in detail in the course on ASOS.					
23.	Curriculum in the ASOS was described in terms so as to understand its scope and sequence.					
24.	Students and student services were covered with regard for details.					
25.	U.S. government relationships to these schools was discussed.					
26.	Research in/on the schools overseas was covered adequately.					
27.	Personal considerations for the overseas school administrator were discussed thoroughly.					
	Instructions: On the reverse side, answer the following three questions.					
28.	How much and in what way do you feel this course has contributed to your education?					
29.	What would you add to this course?					
30.	What would you delete from this course?					
	ADDITIONAL COMMENTS INVITED.					

Rationale for Pre and Post Course Feedback Instruments

The information is sought for the purpose of course improvement. Information is to be formally sought both at the beginning of the course and at the end of the course.

Pre-course Feedback Instrument is used to inform instructor about the students attending class. It illicits basic personal data in an organized way, adaptable to a 3x5 index card. It isolates key signs of preparedness for the course. And it seeks to uncover expectations of the students.

Each of the three data areas is useful. The locator data may be used to contact students in the event of time changes etc. The education data will be fundamental in modifying information presented in class and preparing for individual projects. The expectation data will assist the instructor in meeting specific student needs and in identifying improper placement.

Post-course Feedback Instrument is designed to illicit three categories of information. First, how do students feel about general classroom and course management. Second, were specific concepts taught well enough. This group of statements seeks information on the curricular validity of the course. Third, unguided student input is sought by non-specific open-ended questions, i.e. what areas does the student feel need attention, but have not been mentioned in the survey device.

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A picture of the student teaching overseas project, which has supplied fine young teachers to the ASOS system as well as enriched the training program for stateside teachers.

"Fact Sheet." U.S. Department of State, Overseas Schools Advisory Service, Washington, D.C. (Mimeograph)

Published each year. These sheets profile individual ASOSs. The facts are derived from the annual report required by the Department of State of the ASOS. The staffing, student body, and curriculum are subjects of these highly informative pieces.

Fast Reference Series (FRS) University, AL:

Anderson, Carrel. "University Staff Development Programs for Overseas Schools: Major Considerations and Benefits." FRS. (1-1-82)

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Blum, Maurice. "The American School Foundation Experience: When To Teach English As A Second Language." FRS. (1-1-82).

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Orr, Paul G. "A Bibliography Related To Overseas Schools Prior to 1974." FRS. (1-1-82)

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Orr, Paul G. "Background Research Related To Adequate School-Ing for Dependents of U.S. Corporations Employees Abroad." FRS.

Orr, Paul G. "Check List: Do You Have An American-Type School?" FRS. (1-1-82)

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Scott, Ian. "Reflections Of An Overseas School Board President After 20 Years Abroad." FRS. (1-1-82)

Schlieman, John W. "The Case For Expanded Use Of Technology in American Type Schools Abroad." FRS. (1-1-82)

Tudor, Max. "American Type Schools: Commonalities and Differences From Puebla To Mexico City To Madrid, A 20 Year Experience." FRS. (1-1-82)

The Fast Reference Series is designed to be used for several purposes related to international and intercultural education. For use overseas, the Series is particularly pertinent to: seminars and resource data for school boards and school superintendents, orientation materials for new board members and other new personnel, and staff development and in-service programs for school teachers and other personnel. For use by U.S. universities, the Series includes several single concept papers for use as supplementary materials for courses designed to treat multicultural education, and also as materials for courses taught overseas. International Education Associates, Inc. P.O. Box 6303, University, AL 35486.

Fraser, Joanne. "A Survey of Bilingual Programs and Outcomes in Selected American-Sponsored Overseas Schools in Latin America." Unpublished Dissertation, University, AL. 1970.

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Kensworthy, Leonard S. The International Dimension of Education. Washington: Association for Supervision and Curruculum Development. 1970.

Background Paper II for 1970 World Conference on Education. Both papers propound the basic philosophy and thinking of American International Educators. Useful for adding dimension and understanding to the professional milieu of the ASOS.

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Types of International American Schools compared and contrasted in this review of the literature. The search includes vignettes that fill in the distance between research and humanity. The history of ASOS is outlined in the analysis. School setting, school institutionalization, school organization and administration, school program, personnel and pupils are all subjects of the review of the literature. A matrix is used for rapid location by subject, approach and author.

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